



PUYALLUP
SCHOOL DISTRICT
A Tradition of Excellence

Framework for Operations and Management Central Office Leadership

*A*ALIGNING *L*EADERSHIP & *I*NSTRUCTIONAL *G*ROWTH *N*OW



*for the purpose of
improving instruction and
increasing student growth and achievement*

This Framework builds on the template of the WASA Framework for Central Office Leadership and the AWSP Leadership Framework. It is a work in progress and will continue to be revised and update.

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FRAMEWORK FOR *OPERATIONS AND MANAGEMENT*
CENTRAL OFFICE LEADERSHIP
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FRAMEWORK FOR *OPERATIONS AND MANAGEMENT* CENTRAL OFFICE LEADERSHIP

I. INTRODUCTION

Document Development

This document was developed by a committee of Puyallup central office leaders building on the template of the WASA Framework for Central Office Leadership and the AWSP Leadership Framework. It is a work in progress and ongoing revisions will occur.

The format is consistent with the following tools:

- *Evaluating Principal Leadership in a Performance-Based School*, developed by the Association of Washington School Principals (AWSP), September 2010
- *Washington Standards Based Superintendent Evaluation*, developed by the Washington State School Directors Association (WSSDA), 2013
- *Framework for Central Office Leadership*, developed by the Washington Association of School Administrators (WASA), 2013

The committee also obtained ideas from additional research including:

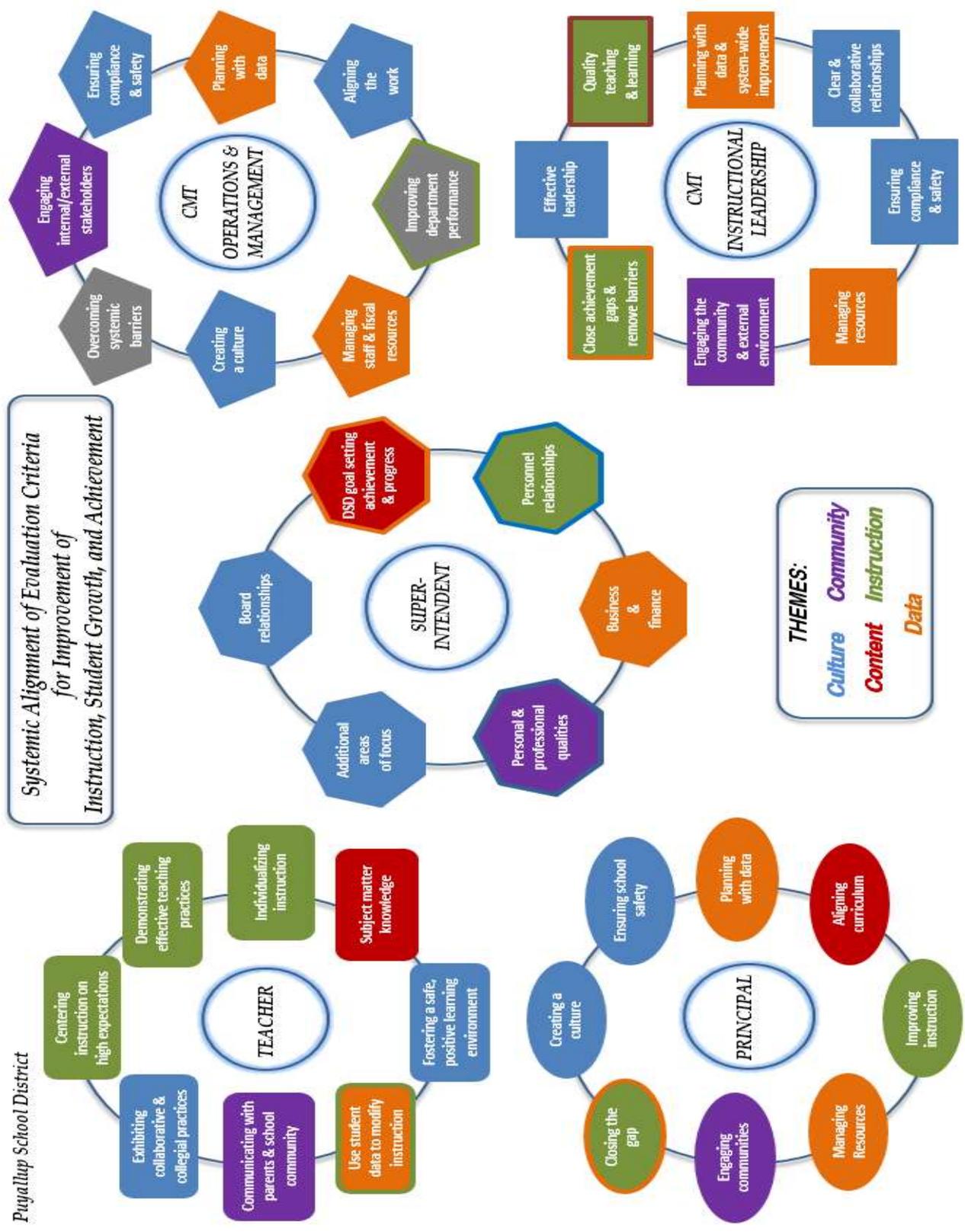
- McREL's *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* (Waters, J.T., & Marzano, R.J., September 2006)
- *Central Office Transformation for District-Wide Teaching and Learning Improvement* (Honig, M.I., Copland, M.A., Rainey, L., Lorton, J.A., & Newton, M., April 2010)
- *The New Central Office* (Novak, D., Reilly, M., & Williams, D., June 2010)

Purpose

The Puyallup Central Office Leadership Frameworks are designed to support a districtwide shared vision to ALIGN leadership and instructional growth now for the purpose of improving instruction and increasing student growth and achievement. The frameworks define the primary responsibilities of central office leaders as pivotal partners, in schools, to continually support improved student growth and achievement.

Every central office administrator, regardless of role, must be an instructional leader supporting high quality teaching and learning. We must shift from central office departments working in silos, to intentional collaborative interactions which develop assistance relationships with other central office leaders, principals, and schools. The frameworks supports reciprocal accountability, collaboration, alignment of efforts, coming alongside school leaders, and leading by example. The chart on page three describes the systemic alignment of evaluation criteria within five themes

Systemic Alignment of Evaluation Criteria for Improvement, Student Growth, and Achievement



II. ACKNOWLEDGEMENTS

2014-2015 District Leadership Team (DLT) and Educational Leadership Team (ELT)

During the 2014-2015 school year, Central Management Team (CMT) leaders engaged in using the new central office frameworks for evaluation and goal setting purposes. CMT leaders completed self-assessments, set professional growth goals, shared evidence of leadership practice throughout the year, and identified tentative and final ratings for each criteria. Members of the 2014-2015 DLT and ELT Teams can be found in Appendix A.

2014-15 Committee of District Central Office Operations and Management

A committee of Puyallup central office leaders met during the spring of 2014-15 to review, evaluate and identify revisions for the Framework for Operations and Management leaders. Members of this committee can be found in Appendix B.

2013-14 District Leadership Team (DLT) and Educational Leadership Team (ELT)

During the 13/14 school year, members of the District Leadership Team (DLT) and Educational Leadership Team (ELT) participated in using the new central office frameworks for evaluation and goal setting purposes. Implementation varied by department from phases and field tests to full transition and engagement. Feedback from staff who fully engaged in the new process revealed an increase in “learning-focused” conversations about professional leadership practices. A sampling of this feedback can be found in Appendix C. Members of the 2013-2015 DLT and ELT Teams can be found in Appendix A.

2012-13 Committee of District Central Office Operations and Management Review

During the 2013-2013 school year, a committee of Puyallup central office leaders met to develop an evaluation framework and process for Operations and Management service and support areas. Members of this committee can be found in Appendix B.

2012-13 Educational Leadership Team

Members of the district Educational Leadership Team (ELT) used the 2012 *WASA Framework for Central Office Leaders*, for goal development. Members of the 2012-2013 DLT and ELT Teams can be found in Appendix A.

Citations

Kipp, G., Quinn, P., Gordon, J., & Sharatt, G. (2012). *The AWSP Leadership Framework to Support Principal Development*. Olympia, WA.

Washington Association of School Administrators (WASA). (2013). *Framework for Central Office Leadership: Supporting the Professional Growth of Central Office Leaders*. Olympia, WA.

III. FEEDBACK COMMENTS & FEEDBACK PROCESS

At the conclusion of the 2013-2014 school year, central office leaders who engaged in full implementation of the new evaluation process and tools were asked to reflect and provide feedback. Leaders described their most significant learning or change in leadership practice as well as suggestions and ideas for revisions. A sampling of their feedback can be found in Appendix C.

IV. EIGHT *OPERATIONS & MANAGEMENT* CENTRAL OFFICE LEADERSHIP CRITERIA

Each criterion is further defined by themes referred to as indicators in this document.

1. CREATING A CULTURE

- 1.1 Develops and Sustains a Departmental Focus on a Shared Mission and Clear Vision
- 1.2 Engages in Essential Conversations and Facilitates Collaborative Processes Leading Ongoing Improvement
- 1.3 Creates Opportunities for Shared Leadership

2. ENSURING COMPLIANCE AND SAFETY

- 2.1 Provides for Physical Safety
- 2.2 Establishes Ongoing Program Compliance, Maintenance, Professional Development, and Monitoring

3. PLANNING WITH DATA

- 3.1 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts

4. ALIGNING THE WORK

- 4.1 Aligns Departmental Work Plan with District Strategic Directions, Regulatory Requirements, Best Professional Practices and Department Goals
- 4.2 Collaborates the Development and Implementation of Work Plans Aligned with District Strategic Directions

5. IMPROVING DEPARTMENTAL PERFORMANCE

- 5.1 Monitors Departmental Practices
- 5.2 Assists Staff in Determining, Implementing and Improving Effective Departmental Practices
- 5.3 Reliably and Validly Evaluates Staff in Effective Departmental Practices

6. MANAGING STAFF AND FISCAL RESOURCES

- 6.1 Manages Human Resources: Assignment, Productivity, Professional Development and Retention
- 6.2 Manages Fiscal Resources

7. ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS

- 7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs in Support of Learning
- 7.2 Partners with the District Stakeholders

8. OVERCOMING SYSTEMIC BARRIERS TO SUCCESS

- 8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them
- 8.2 Provides Evidence of Overcoming Systemic Barriers to Department Success

Eight Criteria Chart - Framework for O & M Central Office Leadership

	CRITERION 1 CREATING A CULTURE	CRITERION 2 ENSURING COMPLIANCE AND SAFETY	CRITERION 3 PLANNING WITH DATA	CRITERION 4 ALIGNING THE WORK
Indicators	<p>1.1 Develops and sustains a departmental focus on a shared mission and clear vision</p> <p>1.2 Engages in essential conversations and facilitates collaborative processes leading ongoing improvement</p> <p>1.3 Creates opportunities for shared leadership</p>	<p>2.1 Provides for physical safety</p> <p>2.2 Establishes ongoing program compliance, maintenance, professional development, and monitoring</p>	<p>3.1 Analyzes and interprets multiple data sources to influence departmental improvement efforts</p>	<p>4.1 Aligns departmental work plan with district strategic directions, regulatory requirements, best professional practices and department goals</p> <p>4.2 Collaborates the development and implementation of work plans aligned with district strategic directions</p>
	CRITERION 5 IMPROVING DEPARTMENTAL PERFORMANCE	CRITERION 6 MANAGING STAFF AND FISCAL RESOURCES	CRITERION 7 ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS	CRITERION 8 OVERCOMING SYSTEMIC BARRIERS TO SUCCESS
Indicators	<p>5.1 Monitors departmental practices</p> <p>5.2 Assists staff in determining, implementing and improving effective departmental practices</p> <p>5.3 Reliably and validly evaluates staff in effective departmental practices</p>	<p>6.1 Manages human resources: assignment, productivity, professional development and retention</p> <p>6.2 Manages fiscal resources</p>	<p>7.1 Communicates with relevant external stakeholders to promote understanding of district needs in support of learning</p> <p>7.2 Partners with the district stakeholders</p>	<p>8.1 Identifies barriers to departmental success and knows how to overcome them</p> <p>8.2 Provides evidence of overcoming systemic barriers to department success</p>



CRITERION 1
CREATING A CULTURE

Central Office O & M leaders create and foster a culture throughout the district that promotes the ongoing improvement of instruction and learning for students and staff.

- 1.1 Develops and Sustains a Departmental Focus on a Shared Mission and Clear Vision
- 1.2 Engages in Essential Conversations and Facilitates Collaborative Processes Leading Ongoing Improvement
- 1.3 Creates Opportunities for Shared Leadership

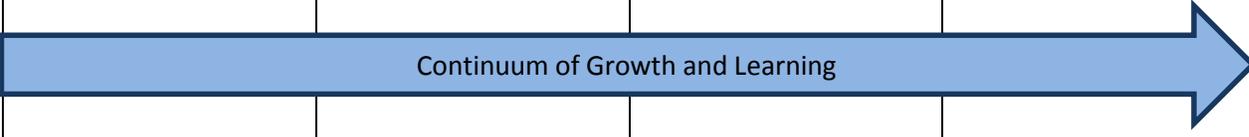
FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Communicates and models a shared vision and mission for ongoing improvement and lifelong learning</p> <p>Develops and establishes an environment of professional responsibility, trust, and collaboration</p> <p>Employs effective group processing skills and interactions</p> <p>Develops and implements team sponsored norms</p> <p>Uses data to assess culture and progress toward improvement</p> <p>Demonstrates understanding and use of the process of change</p>	<p>Provides resources for staff professional development</p> <p>Is aware and provides support for school improvement efforts</p> <p>Supports use of resources to increase student learning for all students</p> <p>Align district professional development to support capacity building climate surveys</p>	<p>Meeting agendas, minutes, norms, and outcomes</p> <p>Administrator portfolio of other evidence or work in progress</p> <p>Examples of shared leadership</p> <p>Sponsor, attend and actively participate in department professional development</p> <p>Staff surveys, interviews and/or focus groups</p>

**CRITERION 1
CREATING A CULTURE**

RUBRIC

1.1 Develops and Sustains a Departmental Focus on a Shared Mission and Clear Vision
Central office O & M leaders develop and sustain focus on a shared vision and clear mission for support to schools and improvement of instruction and learning.

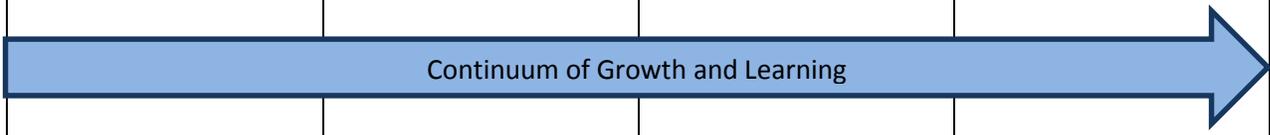
Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not communicate mission, vision and core values</p> <p>Tolerates behaviors and employee actions in opposition to a culture of ongoing improvement</p> <p>Staff aligns work priorities to meet personal or department convenience regardless of priorities aligned with the district's shared mission</p> <p>No initiatives in place to support the mission and/or vision</p>	<p>Work is generally aligned with shared vision</p> <p>Staff demonstrates difficulty in adjusting to shifting priorities</p> <p>Some initiatives in place to support the mission and/or vision</p> <p>Occasionally seeks to align work practices and priorities</p>	<p>Checks alignment of work practices to the mission and vision of the district and realigns where needed</p> <p>Communicates in terms that indicate alignment</p> <p>Adjusts work priorities to meet the highest needs of the District and department in support of student achievement</p>	<p>Is proficient and communicates in terms that demonstrate the connection between tasks and the mission of the district</p> <p>Keeps the mission and vision in the forefront of the planning, implementation, and assessment of their work</p> <p>Ensures that all staff understand how their roles support the mission and vision of the district</p> <p>Fully integrates the department's work in alignment with the district's shared mission and vision</p>
			

**CRITERION 1
CREATING A CULTURE**

RUBRIC

1.2 Engages in Essential Conversations and Facilitates Collaborative Processes Leading Ongoing Improvement

Effective central office O & M leaders actively engage in essential conversations in support of schools for improvement of instruction and learning.

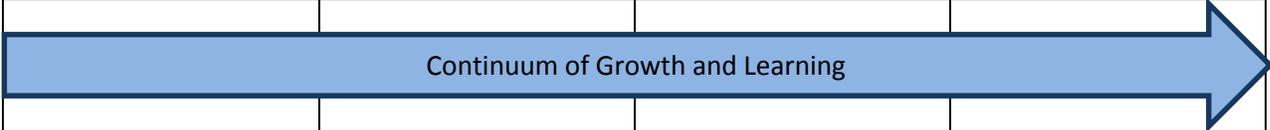
Unsatisfactory	Basic	Proficient	Distinguished
<p>Avoids conversations or fails to make them a priority</p> <p>Is not available to staff or other stakeholders</p> <p>Does not communicate high expectations and high standards for staff and students regarding ongoing improvement</p> <p>Does not support or facilitate collaboration among staff</p> <p>Tolerates behaviors that impede collaboration among staff</p> <p>Allows unhealthy interactions among staff</p>	<p>Communicates critical information as needed to meet immediate objectives</p> <p>Occasionally addresses staff needs for improvement</p> <p>Demonstrates some understanding of the value of collaboration and what it takes to support it (i.e., building trust)</p> <p>Occasionally facilitates collaboration among staff</p> <p>Beginning to develop consensus-building and negotiation skills</p>	<p>Initiates and maintains ongoing conversations in other parts of the district (i.e., schools, other departments) aligning priorities and services to instruction and learning needs</p> <p>Actively addresses staff needs for improvement</p> <p>Actively models, supports, and facilitates collaborative processes staff utilizing group diversity of skills, perspectives and knowledge</p> <p>Assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions</p> <p>Creates opportunities to initiate collaborative processes across disciplines that support ongoing improvement of teaching and learning</p>	<p>Is proficient and systematically communicates with staff, other district leaders and stakeholders regarding immediate and longer term strategies for improvement</p> <p>Provides specific guidance for all staff on an ongoing basis to improve performance</p> <p>Successfully creates systems and processes that build the capacity of staff and stakeholders to collaborate across disciplines</p> <p>Is recognized by district community for leadership that results in a high degree of meaningful collaboration</p>
			

**CRITERION 1
CREATING A CULTURE**

RUBRIC

1.3 Creates Opportunities for Shared Leadership

An effective central office O & M leader creates opportunities for shared leadership.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Offers no model or opportunity for shared leadership</p> <p>Makes decisions unilaterally</p>	<p>Offers limited opportunities for staff to be in leadership roles</p> <p>Provides some processes for shared decision-making</p> <p>Uses some strategies to develop the capacity for shared leadership</p>	<p>Provides continual opportunity and invitation for staff to develop leadership qualities</p> <p>Provides and consistently engages in processes that support high participation in decision-making</p> <p>Assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities</p>	<p>Is proficient and proactively cultivates leadership qualities in others</p> <p>Builds a sense of empowerment among staff that results in increased capacity</p> <p>Actively involves staff in leadership roles that foster career development</p> <p>Expands opportunities for community stakeholders to engage in shared leadership</p>
			



CRITERION 2
ENSURING COMPLIANCE
AND SAFETY

Central office O & M leaders ensure the sustained implementation of the district instructional framework which focuses on all students achieving high standards.

- 2.1 Provides for Physical Safety
- 2.2 Establishes an Ongoing Program of Compliance, Maintenance, Professional Development, and Monitoring

FRAMEWORK CONSIDERATIONS

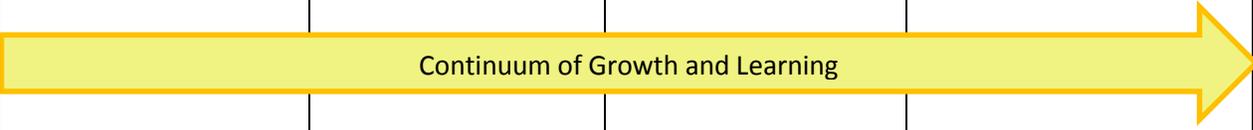
Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Apply legal and district policy requirements regarding safety</p> <p>Develop open communication systems that allow for proactive identification and intervention of potential safety issues and/or incidents</p> <p>Establish and implement emergency action plans</p> <p>Support district and school emergency and crisis plans</p> <p>Communicate so that students, parents, staff, and community members are confident the schools, department, and district working spaces are safe</p> <p>Know and apply special accommodation regulation and laws when required</p> <p>Identify and use community resources to support safety</p>	<p>Provide training in best practices for prevention and intervention of violence, including issues/ideas that are community-specific</p> <p>Support decisions that follow district policy and best practices to ensure a safe working and learning environment</p> <p>Provide advice, assistance and resources for specific student and staff safety needs</p> <p>Develop policies and regulations aligned with expected practice</p> <p>Provide assistance with data collection and analysis for a comprehensive picture of the safety and order of the school and work environments</p>	<p>Safety committee, minutes, and agendas</p> <p>Incident support notes</p> <p>Documents describing systems, structures, programs and procedures to assist students and staff</p> <p>Documents showing partnership with local agencies</p> <p>Communication with principals, staff and/or families regarding safety</p> <p>Staff feedback</p>

CRITERION 2
ENSURING COMPLIANCE AND SAFETY

RUBRIC

2.1 Provides for Physical Safety

Central office O & M leaders support and promote understanding of what it means to be safe. Physical safety is a critical and necessary condition in order for effective collaboration, work, and learning to take place.

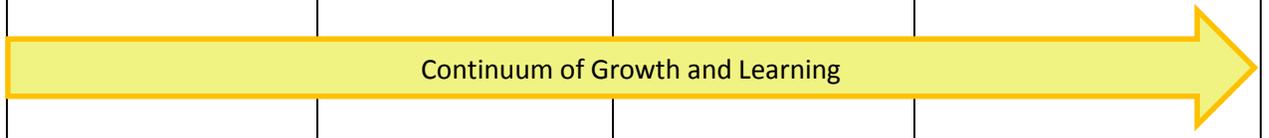
Unsatisfactory	Basic	Proficient	Distinguished
<p>Neglects to consider the physical safety of students, staff, and others</p> <p>Does not model or foster a culture of safety awareness or the physical environment</p>	<p>Maintains safety measures, as appropriate, monitored on a regular basis</p> <p>Minor safety and sanitary concerns with site or equipment are confronted and resolved in a timely manner</p> <p>Eager to improve knowledge about security and issues relating to the physical environment</p>	<p>Implements appropriate safety measures based upon open communication systems and is effective and responsive to new threats and changing circumstances</p> <p>Proactively monitors safety measures in consultation with staff, students, and outside experts/consultants</p> <p>Staff proficiency in safety procedures as measured and monitored by group assessments followed by group reflection</p>	<p>Is proficient and serves as a resource for others in leadership roles in developing safety systems including prevention, intervention and crisis response</p> <p>Implements specific actions to ensure a culture of safety awareness</p>
			

**CRITERION 2
ENSURING COMPLIANCE AND SAFETY**

RUBRIC

2.2 Establishes an Ongoing Program of Compliance, Maintenance, Professional Development, and Monitoring

Central office O & M leaders create a shared responsibility of compliance and a commitment to ongoing professional development among staff. Support is provided for upholding legal, policy, fiscal, and professional responsibilities.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to demonstrate adequate knowledge of legal, policy, and fiscal responsibilities</p> <p>Neglects to support the interests of the District with regard to ongoing compliance, professional development and monitoring</p>	<p>Demonstrates basic knowledge and understanding of legal, policy, and fiscal responsibilities</p> <p>Corrects behaviors and policies that conflict with the law, maintains effective policies related to compliance with laws and regulations</p> <p>Strives to provide ongoing appropriate professional development for staff</p>	<p>Assumes responsibility for operating within the law and professional standards</p> <p>Demonstrates deep and thorough knowledge and understanding of district policies, grant requirements, and collective bargaining agreements</p> <p>Keeps the well-being of students, staff, and others at the forefront of legal and compliance responsibilities</p> <p>Tolerates no behavior outside of the law and professional standards and approaches problems proactively</p>	<p>Is proficient and consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal, policy, fiscal, and professional responsibilities</p> <p>Creates a culture of shared responsibility among staff for compliance, professional development and monitoring</p> <p>Involves stakeholder in the creation of a District culture that thrives on and benefits from addressing legal, fiscal and professional responsibilities</p>
 <p style="text-align: center;">Continuum of Growth and Learning</p>			



CRITERION 3
PLANNING WITH DATA

Central office O & M leaders foster development, implementation, and evaluation of data-driven plans for adapting work to support increasing student achievement.

3.1 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts

FRAMEWORK CONSIDERATIONS

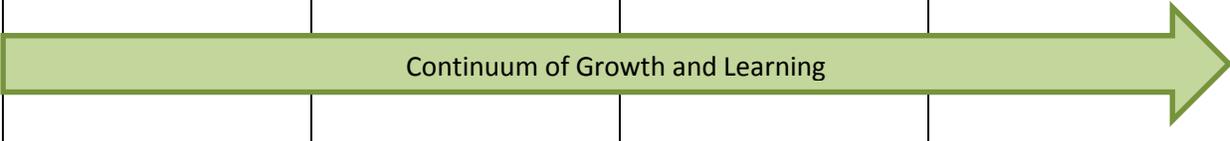
Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Analyzes and interprets multiple data sources to communicate, inform, and assist others in meeting achievement goals</p> <p>Facilitates staff in reflective, data-driven conversations focused on improving departmental performance and support increasing student achievement</p> <p>Develops procedures and processes that ensure alignment to the district mission, priorities, and support increased student achievement</p>	<p>Supports and models effective data protocols and analysis</p> <p>Gathers input and feedback from a variety of stakeholders including district, building, department staff and community members</p> <p>Helps leaders and staff develop plan using data and for measuring impact of decisions</p> <p>Supports identification and implementation of research-based practices</p>	<p>Tools, templates, and training plans, agendas, and calendars</p> <p>Data dashboard portfolios, reports, and presentations</p> <p>Action plan with SMART goals</p> <p>Conclusions drawn from data reports aligned with allocation of resources</p> <p>Communication artifacts such as newsletters, systems reports, staff memos, and graphics</p>

**CRITERION 3
PLANNING WITH DATA**

RUBRIC

3.1 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts

Central office O & M leaders use data to plan and support the district mission to engage each student to high levels of learning. Programs and practices are coordinated and aligned with this goal.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to utilize relevant data points in managing the work of the department</p> <p>Limited review and sharing of department-relevant data and only as required</p> <p>Interpretation of data may be incorrect or incomplete</p> <p>Uses data inappropriately</p>	<p>Uses some data analysis methods and makes modest efforts to broaden knowledge of data analysis and interpretation</p> <p>Occasionally bases planning on relevant data points</p>	<p>Establish data points to improve departmental performance</p> <p>Actively monitors data and performance</p> <p>Adjusts plans based on new or updated data</p>	<p>Is proficient and explores a wide variety of data sources to ensure that work within leader’s area/s of leadership supports improvement in student achievement</p> <p>Assists staff to use data to guide, modify and improve departmental work</p> <p>Develops innovative methods of data analysis to identify improvements in department, district or statewide performance</p>
			



CRITERION 4
ALIGNING THE WORK

Central office O & M leaders assist staff with alignment of annual departmental goals and work practices with district strategic directions, regulatory requirements, and best professional practices.

- 4.1 Alignment of Departmental Work Plan with District Strategic Directions, Regulatory Requirements, Best Professional Practices and Department Goals
- 4.2 Collaborative Development and Implementation of Work Plans Aligned with District Strategic Directions

FRAMEWORK CONSIDERATIONS

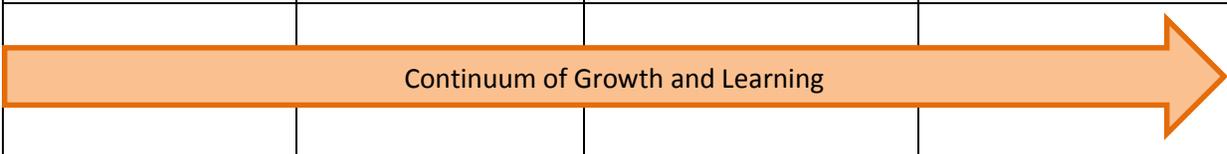
Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Align work plans in support of district strategic directions</p> <p>Align work with regulatory requirements and best practices</p> <p>Department activities directly support department and district goals</p> <p>Use feedback loops to evaluate alignment and makes corrections when needed</p> <p>Possess knowledge and best professional practices to align department work and goals</p> <p>Aligned work plan with clear timelines and measurable outcomes</p>	<p>Creation of a sense of joint responsibility among staff to align department work to support district strategic directions and the work in schools</p> <p>Staff collaboration to assist with aligning department work to support schools</p>	<p>Department work plans</p> <p>Communication or graphics describing feedback loop processes</p> <p>Communications used to share best practices</p> <p>Meeting agendas, minutes of staff planning and development of work plans</p> <p>Record of changes in work plans based on feedback/data</p> <p>Log of department activities</p>

**CRITERION 4
ALIGNING THE WORK**

RUBRIC

4.1 Alignment of Departmental Work Plan with District Strategic Directions, Regulatory Requirements, Best Professional Practices and Department Goals

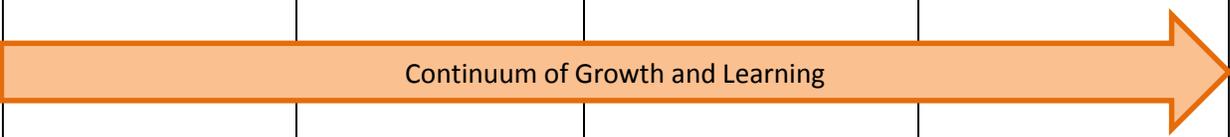
Central office O & M leaders align departmental work plans with district strategic directions regulatory requirements and best professional practices.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Department work plans do not reflect alignment with district strategic directions, regulatory requirements and best professional practices</p> <p>Is not aware of strategic directions and/or department work plans</p> <p>Has incomplete or insufficient knowledge of district strategic directions, regulatory requirements, and best professional practices</p> <p>Does not effectively assist staff to align work plans accordingly</p>	<p>Department work plans reflect limited alignment with district strategic directions, regulatory requirements, and best professional practices</p> <p>Seldom demonstrates understanding of how work is aligned to district strategic directions</p> <p>Has fundamental knowledge and understanding of district strategic directions, regulatory requirements, and best professional practices</p> <p>Performs a limited review of work plan alignment</p> <p>Work plans are not adjusted effectively</p>	<p>Applies deep understanding of industry/professional practices to create effective departmental work plans in support of strategic directions</p> <p>All activities in the annual departmental objectives connect to the district's strategic directions; staff understands how their work is aligned</p> <p>There is a feedback loop to evaluate alignment and make course corrections with staff throughout the year</p> <p>Has deep knowledge of district strategic directions, regulatory requirements, and best professional practices</p> <p>Reviews of progress compared to plan are being held at appropriate intervals to assess progress, make course corrections, and provide resources</p>	<p>Is proficient and provides leadership such that employees have a clear direction and understanding with respect to the district's strategic directions</p> <p>Implementation plans are in place with clearly set timelines and accountability for milestones to be completed</p> <p>Provides leadership and support, leading to staff ownership of aligned processes</p> <p>Staff demonstrate and model ability to perform their own reviews and adjust work appropriately</p>
 <p>Continuum of Growth and Learning</p>			

CRITERION 4
ALIGNING THE WORK
RUBRIC

4.2 Collaborative Development and Implementation of Work Plans Aligned with District Strategic Directions

Central office O & M leaders engage staff in developing aligned work plans which support the district strategic directions.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Has incomplete or insufficient knowledge of best industry/professional practices across work activities</p> <p>Department activities are driven by day to day needs</p> <p>Work plans are not in place</p>	<p>Has sufficient knowledge and understanding of best practices for creating work plans</p> <p>Some work plans are in place</p>	<p>Has deep understanding of industry/professional practices required to create effective departmental work plans in support of strategic initiatives of the department</p> <p>Continually monitors and makes adjustments to work plan to ensure alignment</p> <p>Actively engages staff in developing cooperatively aligned work plans</p> <p>Reviews plans and provides constructive feedback</p> <p>Reads and shares research that fosters an ongoing, department wide discussion on best industry/professional practices related to work planning and implementation</p>	<p>Is proficient and provides leadership and support such that staff understand the need and create work plans to accomplish departmental strategic initiatives that are aligned with the district’s strategic directions</p> <p>Takes ownership in and designs work plans that are coordinated throughout the department</p> <p>Ensure staff remain current on professional literature regarding the most current industry/professional practices</p>
			



CRITERION 5
IMPROVING
DEPARTMENTAL
PERFORMANCE

Central office O & M leaders monitor, assist, and evaluate effective practices to improve staff performance.

- 5.1 Monitors Departmental Practices
- 5.2 Assists Staff in Determining, Implementing and Improving Effective Departmental Practices
- 5.3 Reliably and Validly Evaluates Staff in Effective Departmental Practices

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Develops and uses systems and routines for monitoring effectiveness of departmental practices</p> <p>Uses data to provide specific meaningful feedback for improving practices</p> <p>Has knowledge of best practices including appropriate technologies</p> <p>Collaborate with staff regularly to develop, review, and modify practices based on areas of need</p> <p>Assists staff with assessing strengths and shortcomings of department practices and address causes</p>	<p>Seeks feedback from district-wide staff to assist with assessing and modifying departmental practices to support schools</p> <p>Uses feedback from district-wide staff to assist with assessing and modifying departmental practices to support schools</p>	<p>District-wide staff feedback</p> <p>Evidence of using feedback to modify practices</p> <p>Tools and/or template describing systems or routines for monitoring effectiveness of practices</p> <p>Conclusions drawn from data/feedback result in improved practices</p> <p>Training plans and agendas</p> <p>Completed staff evaluations identifying appropriately staff performance in effective practices</p>

**CRITERION 5
IMPROVING DEPARTMENTAL PERFORMANCE**

RUBRIC

5.1 Monitors Departmental Practices

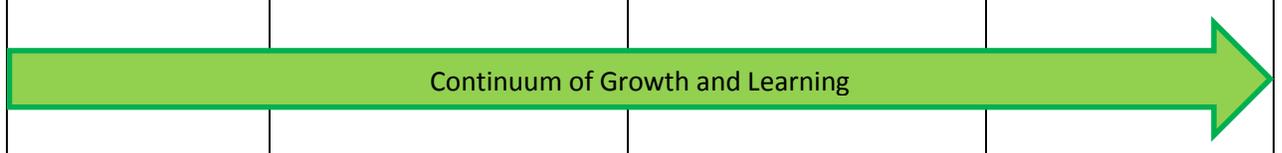
Central office O & M leaders develop, use, and monitor practices for improvement and evaluation based on data and feedback.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not adequately monitor department practices</p> <p>Untimely and inadequate staff evaluations</p> <p>Insufficient feedback regarding effective practices</p>	<p>Develops and uses observable systems and routines for monitoring departmental practices</p> <p>Provides some feedback to staff</p> <p>Feedback is somewhat linked to departmental goals and operations</p>	<p>Develops and uses observable systems and routines for monitoring departmental practices</p> <p>Uses data consistently to provide staff with meaningful, personal feedback that is effective to improve departmental practices</p> <p>Ensures that staff go beyond identifying shortcomings in departmental practices and delve into root causes</p>	<p>Is proficient and consistently demonstrates leadership in the practice of monitoring effective departmental practices</p> <p>Develops exemplary systems and routines for effective monitoring and evaluating of staff and departmental practices</p> <p>Shares systems and routines with colleagues, subordinates and stakeholders</p> <p>Regularly monitors, reflects on, and develops or adjusts systems as needed to improve departmental practices</p>
			

CRITERION 5
IMPROVING DEPARTMENTAL PERFORMANCE
RUBRIC

5.2 Assists Staff in Determining, Implementing and Improving Effective Departmental Practices

Central office O & M leaders assist staff to develop, review, assess, and improve practices and performance.

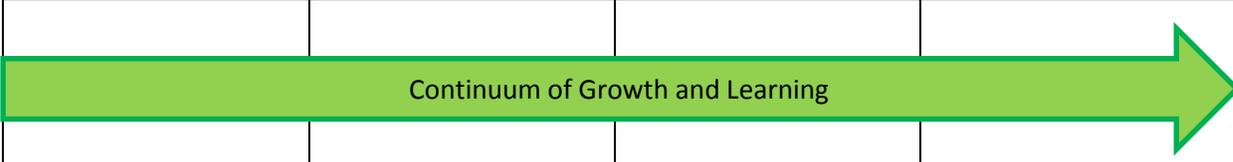
Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not meet with staff to develop, review and modify practices</p> <p>Departmental practices do not meet minimum requirements</p> <p>Does not assist staff in identification of performance indicators or indicators are insufficient</p> <p>Departmental practices and performance do not improve</p> <p>Does not fully support staff in their efforts to improve practices</p> <p>Does not have knowledge or understanding of best practices</p> <p>Does not make assisting staff in improved practices a priority</p>	<p>Meets with staff to develop, review and modify practices based on limited information/feedback</p> <p>Assists in the identification of performance indicators to monitor and benchmark departmental progress, practices, and performance with minimal results</p> <p>Limited support for staff in the implementation of some effective departmental practices</p> <p>Demonstrates some effort to improve practices</p> <p>Emerging knowledge and understanding of best departmental practices</p>	<p>Meets with staff regularly to develop, review, and modify departmental practices based on identified areas of need</p> <p>Assists in the identification of performance indicators to monitor and benchmark progress</p> <p>Research-based planning and performance-linked goal setting strategies are used, allowing timely feedback for mid-course corrections and improved performance</p> <p>Departmental practices and performance show measurable and sustained improvement.</p> <p>Facilitates and supports staff in the implementation of effective departmental practices</p> <p>Has thorough and deep knowledge and understanding of best departmental practices</p> <p>Assists staff to use effective and appropriate technologies and processes to support departmental practices</p>	<p>Is proficient and consistently demonstrates leadership in developing comprehensive departmental practices to improve performance</p> <p>Regularly meets with staff to reflect on departmental practices and progress</p> <p>Departmental practices and performance show consistent improvement</p> <p>Is proficient and serves as a driving force to build capacity for staff to initiate and implement improved departmental practices</p> <p>Encourages staff to develop improved practices</p> <p>Supports and participates in the exchange of ideas and knowledge in support of improved departmental practices</p>
			

**CRITERION 5
IMPROVING DEPARTMENTAL PERFORMANCE**

RUBRIC

5.3 Reliably and Validly Evaluates Staff in Effective Departmental Practices

Central office O & M leaders evaluate staff reliably and validly to improve practices and performance.

Unsatisfactory	Basic	Proficient	Distinguished
<p>All staff evaluations are incomplete</p> <p>Evaluations lack strong evidence yielding potentially unreliable staff evaluations</p> <p>Makes claims about staff performance that are not valid or supported by evidence</p> <p>Does not establish systems or routines that support improved departmental practices</p> <p>Little to no understanding of leadership qualities (including the value of diversity) in improving staff performance</p>	<p>Some staff evaluations are incomplete</p> <p>Recommendations lead staff to some improvement in practice and performance</p> <p>Developing understanding of leadership qualities (including the value of diversity) in improving staff performance</p>	<p>Evaluates staff reliably and validly</p> <p>Regularly and systematically evaluates all staff</p> <p>Provides triangulated data and evidence to support points</p> <p>Recommendations are effective and lead to consistently improved departmental practices and performance</p> <p>Demonstrates understanding of leadership qualities (including the value of diversity) in improving staff performance</p>	<p>Is proficient and consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff so that continuous improvement in departmental practices becomes the professional standard</p> <p>Provides detailed, formative assessment with exemplary feedback that leads to improvement</p> <p>Builds capacity in staff to accurately and validly assess themselves and others</p> <p>Promotes a culture of continual improvement due to ongoing evaluation of effective departmental practices</p>
 <p>Continuum of Growth and Learning</p>			



CRITERION 6
MANAGING STAFF AND FISCAL RESOURCES

Central office O & M leaders support instruction and student achievement by providing uninterrupted services in a safe, compliant, and effective manner.

- 6.1 Manages Human Resources (HR): Assignment, Productivity, Professional Development and Retention
- 6.2 Manages Fiscal Resources

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Provides timely support to all buildings and departments regarding budget, facilities, and personnel issues</p> <p>Allocates and manages resources—time, personnel, materials, and facilities to meet the needs of district mission and strategic directions</p> <p>Gather, analyze and use data to create, evaluate and manage budgets</p> <p>Possess knowledge of laws related to grants and special areas assigned (e.g. CTE, Special Education)</p> <p>Possess skills in recruiting and securing the best applicants for positions</p> <p>Use effective practices as well as rules and regulations related to staff supervision, coaching and evaluation</p> <p>Has skills and knowledge to take someone through probation and non-renewal</p> <p>Effectively addresses difficult issues and conduct difficult discussions</p> <p>Focus financial, human and time resources in an efficient manner</p>	<p>Provides schools flexibility with accountability for the use of resources in meeting needs of students</p> <p>Provides needed resources, time, and training.</p> <p>Helps leaders develop plan for measuring impact of decisions</p> <p>Support of principal in all supervision and evaluation of staff</p> <p>Provides time for supervision and improvement of instruction by eliminating unnecessary time for principals to be away from schools</p> <p>Clear delineation of non-negotiable</p>	<p>Department plan that reflects the use of resources—people, time, and money—that aligns with strategic directions</p> <p>Action plan with professional goals</p> <p>Conclusions drawn from data reports aligned with allocation of resources</p> <p>Tools, templates, training plans, agendas, and calendars</p> <p>Data dashboard portfolios, reports, and presentations</p> <p>Legal, contractual, and budgetary documents</p> <p>Evidence of differentiated support based on student and staff needs in individual schools and departments</p> <p>Presentations to Board and at administrative meetings regarding policy implementation and results</p>

CRITERION 6
MANAGING STAFF AND FISCAL RESOURCES

RUBRIC

6.1 Manages Human Resources (HR) : Assignment, Productivity, Professional Development and Retention

Central office O & M leaders manage staff assignment, productivity, professional development and retention to support student achievement and legal responsibilities.

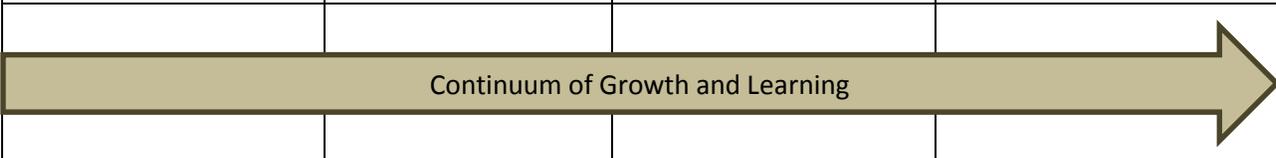
Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not adequately address issues in hiring, retention, and placement of staff for the benefit of supporting student achievement and work responsibilities</p> <p>Student achievement and work responsibilities are not at the forefront of HR decisions</p> <p>Does not make an effort to ensure quality personnel is in each position</p> <p>Staff receive inadequate opportunities for PD to ensure they can perform their jobs effectively and within compliance with laws and district policies</p> <p>Professional development offered is insufficient quality to be effective</p>	<p>Makes some effort, and with moderate effect, to align human resource decisions to support student achievement and work responsibilities</p> <p>Possess some skills and knowledge required to recruit and retain highly qualified individuals</p> <p>Professional development plan somewhat aligns to the District's strategic directions</p> <p>Professional development is partly effective in leading to minor improvements in staff practice</p> <p>Little or no documentation of effectiveness of past professional development</p>	<p>Maintains supporting student achievement and work responsibilities at the center of human resource decisions including hiring, retention, and placement of staff</p> <p>Holds high performance expectations for staff and assists them in developing realistic goals for self-improvement</p> <p>Supports staff professional growth using appropriate plans and evaluation process</p> <p>Addresses performance and discipline issues when required</p> <p>Professional development plan has three or four areas of emphasis, is job embedded, ongoing and linked to the District's strategic directions</p> <p>Systemic evaluation of past professional development offerings and outcomes</p> <p>Creates and supports informal professional development that meets staff needs and is high quality</p>	<p>Is proficient and optimizes human resources and assets of staff to maximize learning opportunities</p> <p>Is sought out by other leaders in recognition of their expertise in management of human resources</p> <p>Efforts produce a positive work environment that attracts outstanding talent</p> <p>Follows through with appropriate plans for improvement, documentation and discipline</p> <p>Has adopted research based strategies for evaluating the effectiveness of professional development, documenting growth in staff effectiveness, and support of district's strategic directions</p> <p>Can identify specific professional development offerings of prior years that were systematically reviewed and eliminated or modified to better support district strategic directives</p>
			

CRITERION 6
MANAGING STAFF AND FISCAL RESOURCES

RUBRIC

6.2 Managing Fiscal Resources

Central office O & M leaders prioritize support to schools to drive coordinated, flexible, and aligned resource allocation model.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to follow department expectation and goals for fiscal management</p> <p>Defers to the finance office to prepare and distribute budget allocations without input</p> <p>Fails to share or does not have an allocation model for budget and staffing</p> <p>Fails to focus budget development on improving academic achievement over maintaining operational needs</p> <p>Does not coordinate various budget resources with relevant departments</p> <p>Does not make fiscal decisions to maximize resources</p>	<p>Begins to seek input from central office department and building administrators on budget allocations</p> <p>Communicates a fixed allocation model for budget and staffing</p> <p>Lacks clear coordination with others while seeking to acquire additional resources</p> <p>Provides categorical dollars per guidelines to target academic improvement in qualified buildings</p>	<p>Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings</p> <p>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model</p> <p>Consistently considers and coordinates acquisition of additional resources with all district improvement efforts</p> <p>Encourages building- and department-based flexibility to allocate resources with accountability for the District and/or department mission</p>	<p>Is proficient and provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to support schools, staff and student achievement</p> <p>Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching goals</p> <p>Actively sustains an allocation process that continuously reviews and adjusts to ensure student and staff receive the resources necessary to achieve at high levels of learning and performance</p> <p>Measures results of innovative use of resources in terms of positive support towards schools and student achievement</p>
 <p>Continuum of Growth and Learning</p>			



CRITERION 7
ENGAGING INTERNAL
EXTERNAL
STAKEHOLDERS

Central office O & M leaders foster community engagement promoting and supporting student learning.

- 7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs in Support of Learning
- 7.2 Partners with the District Stakeholders

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Communicates effectively to inform and build community support for schools and the district</p> <p>Identifies and engages key communicators—parents, students, civic, union, and business leaders</p> <p>Keeps abreast of the external factors (political, economic, and cultural) shaping the district community</p>	<p>Promotes access to high-functioning professional learning communities and/or inquiry-based practices using effective protocols and processes</p> <p>Provides training for leadership teams in strategies to build and promote strong collaborative communities</p> <p>Helps staff to navigate through political, economic, and cultural factors affecting school, department, and district community</p>	<p>Interviews, committees, and focus groups evidence</p> <p>Calendar of active participation in key community and/or professional organizations</p> <p>List of contacts with key leaders of community and/or profession</p>

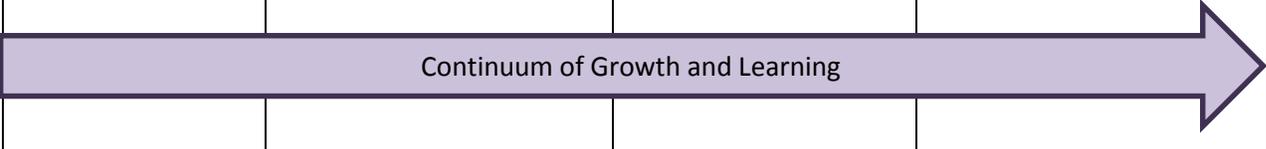
CRITERION 7
ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS

RUBRIC

7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs in Support of Learning

Central office O & M leaders engage staff, community, and professional partners in district efforts to improve learning for all students. Coordination takes place with local, state, and federal officials to protect the interests of students and staff in the district. External pressures that distract from the core work of teaching and learning are managed and minimized.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Communication is infrequent and opportunities for involvement are not fully realized or made available</p> <p>Not active with relevant external stakeholders</p>	<p>Communication in community is regular, yet is mainly informational rather than two-way</p> <p>Channels of communication are not accessible to all stakeholders</p> <p>Practices some discretion when dealing with confidential district issues</p>	<p>Builds effective communication systems between the department, the district, and stakeholders</p> <p>Uses multiple communication channels appropriate for cultural and language differences that exist</p> <p>Practices responsible discretion with district confidential information</p>	<p>Is proficient and moves beyond typical communication practices to proactively develop relationships through participation in (membership in) groups, innovative technology, events</p> <p>Creates and promotes opportunities for staff and other leaders to share their departmental operations</p> <p>Establishes a feedback loop that is invitational, transparent, effective, and trusted, including open forums, focus groups or surveys</p> <p>Employs successful models of district, business, community, & government partnerships to promote input, understanding and support for district activities</p>
			

<p style="text-align: center;">CRITERION 7 ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS <u>RUBRIC</u></p>			
<p><u>7.2 Partners with District Stakeholders</u> <i>Central office O & M leaders view staff, vendors, union leaders, and community as essential partners and encourage engagement in district efforts to improve learning for each student.</i></p>			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Demonstrates little effort to engage the community in district activities</p> <p>Fails to share department goals beyond the department</p> <p>Does not identify and utilize district and community resources to advance the effectiveness of the department's work</p>	<p>Encourages and supports involvement of the district and community in some departmental work</p> <p>Shares department goals with some district departments and parts of the larger community</p> <p>Identifies and utilizes some district and community talent and resources in support of improving the department</p> <p>Limited district and community involvement in departmental decision making processes and engagement activities</p>	<p>Encourages and supports the consistent and ongoing district and community engagement for stakeholders in departmental work</p> <p>Consistently implements effective plans for engaging district and community outside of the department to participate in departmental decision making</p> <p>Community resources are identified and utilized in support of improved department performance</p> <p>Actively monitors district and community involvement and adjusts, creating new opportunities for district and community to be a part of the department work</p>	<p>Is proficient and consistently demonstrates leadership in the area of effectively engaging the district and community in department work</p> <p>Is recognized within and outside of the district for developing and implementing programs that partner with the district and the community</p> <p>Programs are held as a model for other departments to adopt and follow</p> <p>Builds capacity in the district and community for initiating new and beneficial forms of involvement in the department</p> <p>Services are integrated through partnerships involving district, civic, business, and others to meet needs of the department</p>
			



CRITERION 8
OVERCOMING SYSTEMIC BARRIERS TO SUCCESS

Central office O & M leaders foster and promote a vision focused on student learning outcomes and implemented through dynamic leadership across the organization, which results in sustained student improvement efforts.

- 8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them
- 8.2 Provides Evidence of Overcoming Systemic Barriers to Department Success

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Articulates the district’s shared vision/beliefs/values with a clear focus on student learning</p> <p>Understands the primary responsibility of central office is to promote increased student achievement</p> <p>Promotes and models an atmosphere of inclusiveness, equity, and respect among students, staff, and community</p> <p>Identifies gaps of various groups</p> <p>Monitors regularly the progress of underperforming students</p> <p>Considers student subpopulations when building a program or district improvement plan</p> <p>Hire staff committed to closing gaps between student subpopulations</p> <p>Have knowledge of and be responsive to diversity issues in the community</p> <p>Ensure a welcoming experience for parents, school/district visitors, and other stakeholders</p>	<p>Visits schools and departments with a focus on improving practice</p> <p>Removes barriers to assist building principals to focus improved instructional practice</p> <p>Knowledge of diversity issues</p> <p>Knowledge of low-performing students and schools</p> <p>Décor that reflects the diversity of the district</p> <p>Accessibility of data to stakeholders and explanation of how to interpret data</p> <p>Partnerships with families and community members that bring guest speakers, tutors, mentors, and volunteers into the district and schools</p> <p>Accessibility of information to non-English speaking families</p>	<p>Improvement plans, meeting agendas/minutes, and feedback</p> <p>Reviews or summaries of improvement and professional development plans</p> <p>Interviews with principals, staff teachers and other leaders.</p> <p>Evidence of removal of ineffective programs and practices or implementation of improvements</p> <p>District and/or department plan to close gaps with specific strategies</p> <p>District and/or department resource allocation practices that demonstrate commitment to closing the achievement gap</p> <p>Professional development on effective instructional and leadership practices to support specific subpopulations of students</p> <p>Availability of translation services</p>

CRITERION 8
OVERCOMING SYSTEMIC BARRIERS TO SUCCESS
RUBRIC

8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them
Using data, central office O & M leaders identify service gaps and strategies to impact and address barriers to success.

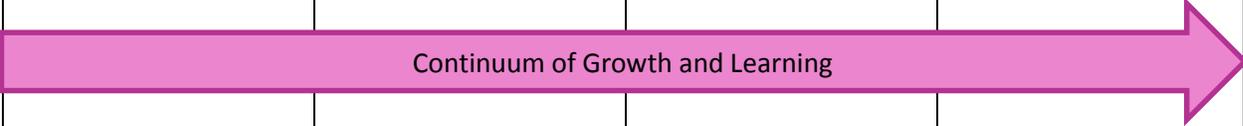
Unsatisfactory	Basic	Proficient	Distinguished
<p>Is unaware of systemic barriers to success in the department and how traditional practices have played a role in perpetuating failures</p> <p>Does not acknowledge the responsibility of the department to address barriers to success</p> <p>Attributes failures to improve to external factors beyond the department's control</p> <p>Does not devote resources to areas of needed improvement</p> <p>Does not consider underlying inefficiencies or poor practices if overall goals are met</p> <p>Does not have a plan to overcome systemic barriers to success.</p>	<p>Demonstrates emerging awareness of specific barriers to success within the department</p> <p>Recognizes responsibility and has some confidence in the department's ability to overcome barriers</p> <p>Identifies and implements efforts to overcome barriers</p> <p>Uses research-based methodologies to overcome systemic barriers</p> <p>Demonstrates emerging progress in overcoming systemic barriers to departmental success</p> <p>Performance data is accessible and shared with the department or other district leaders</p>	<p>Identifies and demonstrates complete knowledge and understanding of systemic barriers to success in the department</p> <p>Accepts responsibility for making progress in overcoming barriers</p> <p>Creates innovation and uses leadership to stimulate effective responses to systemic barriers</p> <p>Performance data is accessible to the department staff, other district leaders, and relevant stakeholders</p> <p>Constructs a plan with specific strategies to overcome systemic barriers</p> <p>Communicates, monitors and adjusts efforts to make effective progress toward reducing systemic barriers</p> <p>Models and builds the capacity of department staff to address systemic barriers to departmental success</p> <p>Demonstrates improvement in overcoming systemic barriers to success</p>	<p>Is proficient and focuses attention of department staff, colleagues, and superiors on the goal of overcoming systemic barriers to improved departmental performance</p> <p>Systematically challenges the status quo by leading change, based on data and resulting in improved departmental performance</p> <p>Builds capacity in the department and district to support the elimination of systemic barriers to improved performance</p> <p>Keeps the work of overcoming systemic barriers to departmental success at the forefront of the department's work</p> <p>Assumes responsibility for overcoming systemic barriers</p> <p>Builds capacity in staff and others to overcome systemic barriers</p> <p>Has a deep knowledge and understanding of the nature of the systemic barriers facing the department</p>
			

CRITERION 8
OVERCOMING SYSTEMIC BARRIERS TO SUCCESS

RUBRIC

8.2 Provides Evidence of Overcoming Systemic Barriers to Department Success

Central office O & M leaders provide evidence from multiple sources to demonstrate improvement and growth.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Performance data from multiple sources or data points show no evidence of overcoming systemic barriers to departmental success</p> <p>Departmental performance declines</p>	<p>Performance data from multiple sources or data points shows minimum evidence of overcoming systemic barriers to departmental success</p>	<p>Performance data from multiple sources or data points shows evidence of improving departmental performance</p> <p>Overall departmental performance has improved as well as areas focused on overcoming systemic barriers to success</p>	<p>Is proficient and has a consistent record of improved performance on multiple indicators, across all departmental goals</p> <p>Performance data from multiple sources or data points shows evidence of consistent growth in departmental performance</p>
			

APPENDIXES

APPENDIX A

District Leadership Team (DLT) and Educational Leadership Team (ELT) Members

2014-2015 DLT and ELT Members

Randy Averill	Brain Fox	Karen Mool	Deka Smith
Ailene Baxter	Rudy Fyles	Brian Lowney	Roger Smith
Amie Brandmire	Lori Hadley	John Parker	Chrys Sweeting
Casey Cox	Mark Knight	Vince Pecchia	Mark Vetter
Kelly Carrick	Dana Harris	Corine Pennington	Rick Wells
Gerald Denman	Glenn Malone	Tracy Pitzer	Tim Yeomans
Kathy Ehman	Christine Moloney	Barb Pope	

2013-2014 DLT and ELT Members

Randy Averill	Rudy Fyles	Brain Lowney	Roger Smith
Ailene Baxter	Mary Jo Harvey	John Parker	Chrys Sweeting
Amie Brandmire	Mark Knight	Vince Pecchia	Mark Vetter
Casey Cox	Lisa Nolan	Corine Pennington	Rick Wells
Gerald Denman	Glenn Malone	Tracy Pitzer	Tim Yeomans
Kathy Ehman	Christine Moloney	Barb Pope	Suzan Zakhary
Brian Fox	Karen Mool	Deka Smith	

2012-2013 Educational Leadership Team

Casey Cox	Margie Jensen	John Parker	Chrys Sweeting
Gerald Denman	Mike Joyner	Vince Pecchia	Rick Wells
Kathy Ehman	Mark Knight	Tracy Pitzer	Suzan Zakhary
Amy Eveskcige	Glenn Malone	Barb Pope	
Brian Fox	Karen Mool	Deka Smith	
Sandra Jacobson	Christine Moloney	Roger Smith	

APPENDIX B

District Operations and Management Committee

2014-2015 Committee of District Central Office Operations and Management Review

Randy Averill
Amie Brandmire
Rudy Fyles
Corine Pennington

2012-13 Committee of District Central Office Operations and Management

Randy Averill
Amie Brandmire
Rudy Fyles
Corine Pennington
Chrys Sweeting
Lorraine Wilson

APPENDIX C

2013-2014 FEEDBACK COMMENTS & FEEDBACK

“What has been your most significant learning or change in practice related to the new evaluation process?”

- More conscientious regarding the elements germane to all the performance areas & categories relevant to good and effective leadership
- Conversation(s) during the process much more beneficial than in the past...formal and informal
- Quality of conversation that I've been able to have with my supervisor...kept me on track & focused
- Now have common language & rubrics to talk about instruction
- Conversations were deeper, more focused about teaching.
- How to truly support staff through the process – pre and post observation conferences got better – more conversations over student learning that were richer and more meaningful with teachers
- Learning to not offer solutions when encountering an area of growth need with a teacher but waiting and/or guiding the teacher to discover their own way/style to increase their growth.
- Moved my chair from the other side of the table to a shared space at the desk with the teachers I evaluated. My role as an evaluator has been transformed into the coach
- “Partnerships” with staff, students, families, etc. Why not have an evaluation protocol or process that is reflective of this? It makes perfect sense to work together on the work, collaborate on the work, and set goals for our work...together
- Capturing good practices to benefit more w/staff as a whole – finding new strengths in individuals
- I'm more intentional about using data to drive school decisions and use the data continuously – the information than can create an environment for students to achieve and teachers to use information presented to them to create valuable lessons. Lessons that meet the needs of all students from intervention to enrichment.
- The amount of conversation centered around the different criteria - more conversation than I have had before – I also know I have a lot more to learn
- The change/learning was in the talk or conferencing about instruction/teaching
- Continuous dialogue and transparency involving the evaluation process reduces fears and breaks down barriers to those that resist change
- New evaluation has open my eyes to my staff on how they are developing, learning and giving the opportunity for professional growth. As the principals are evaluated by teacher performance, mine is evaluated on the performance of my staff.
- Aligned my speech and adjusted my approach to problem solving with fellow administrators
- Conversations! Being able to share on a regular basis with my evaluator the work that supports learning. Modeling! Being a learner alongside teachers to study, understand, and apply the components to the Natural Harvest of artifacts & evidence.

- Being in classrooms (informally) & providing teachers w/feedback/having conversations for me it has been a very similar process of collecting evidence to have conversations w/my evaluator
- Forces reflection & goal setting – Encourages one to monitor your goals throughout the year – Helps one focus on the mission
- Common language and rubric around best practice – focused collaboration about practice & leadership – understanding of expectations – able to communicate clear vision and directing to staff around TPEP and student growth
- Our evaluations now relate more directly to student learning – this changes the focus and prioritization of our work to align with student learning.
- Connecting my building goals with teachers – classroom & grade level goals. Focus on RTI – what we control and what we don't control. Feeling a collaborative relationship with teachers and my CAO. Foundation of teaching & learning –guides all that we do.
- To gain a significant understanding of the Leadership Framework and apply it to my current role. The understanding is on-going but learning to grow as a leader along the way. It has impacted the way I lead and makes me aware every day of the growth ahead.
- The process of improvement through evidence sharing and deep conversations with my supervisors. It's not just about collecting evidence, rather it's about connecting my actions with the evidence and reflecting on whether or not the work I did made a difference to impact learning & achievement.
- Opened the door for extensive conversation around instruction like none before. In talking with teachers it has helped define the conversation and focus base on various learning targets, criteria, components and practices. – changes – better at developing growth goal
- Constant/consistent effort based on proven best practices...this year and our related focus, has had me talking with teachers more than ever about teaching and learning – I feel I have a professional guidebook (“playbook”) to work from now.
- Reciprocal learning conversations around best practices. TPEP – rubric – indicators – in that conversation – takes the focus off of the person and on to teaching practices, which in turn improves student achievement.
- Goal setting – The importance of intentionality in conversation and practice around instructional leadership
- The framework has helped me see the criteria & measures of success. In a somewhat “nebulous” job it's beneficial to see what distinguished looks like. It's not someone's opinion of me – it's more concrete
- Deeper conversations about the work I am doing & concrete examples of that work. A clear awareness of areas that need more focus of effort. Force me to take a serious look of how I truly am functioning.
- Intentional self-reflection has encouraged me to maintain a specific focus

Feedback is welcome! Ongoing questions, feedback, comments, and suggestions may be submitted to Teresa Finley at finleytl@puyallup.k12.wa.us.